**Building a 21st Century, Comprehensive K-12 Counseling Model for MCPS**

**MEETING MINUTES**

**Date:** February 9, 2011

**Location:** 6th Street, Room 14

**In attendance:** Katie Boynton (Hellgate), Bonnie Ferguson (Willard), Heather Davis Schmidt, Christine Kolczak (Hellgate), Angela Opitz (Rattlesnake), Mike Perry (Hawthorne), Aaron Shattuck (Sentinel), Michelle Stearns (Porter), Erica Zins (Russell/L&C), Karla Bird (Hellgate intern), Karen Allen (2-3pm).

1. Welcome; waited for late arrivals and attempted to contact missing team members
2. Quote and brief discussion (led by Angela in Marolane’s absence)
3. Reviewed agenda (attached), including long and short-term targets
4. Reviewed group norms (led by Aaron), no changes suggested
5. Jan. 20th ALL Counselor Gathering recap/discussion (led by Mike)
6. Program audit presentation (led by Erica and Christine), using data gathered during the October 28th ALL Counselor gathering, spreadsheet of counselors tasks was organized to show current MCPS counselor tasks within the four program components of the ASCA Model: guidance curriculum, individual student planning, responsive services, system support (attached)
7. Several ideas were added to the parking lot, including:
   1. discussion of need for summer work time
   2. influencing district policy (i.e. qualifications, job description, school counselor to student ratio within ASCA guidelines – 1:250)
   3. presentation by Bea Kaleva about education law/rights of students, parents, schools
   4. Redesigning school counseling (ASAI): program materials/resources, online tools (link sent by Marolane) <http://www.asainstitute.org/schoolcounseling/index.html>
8. Participated in beliefs activity, using Focusing Four protocol. The following beliefs were discussed, the highlighted beliefs received multiple votes from the leadership team:

MCPS school counselors believe:

1. MCPS school counselors believe:
   1. All students will succeed
   2. All students have dignity, worth, unique characteristics, and potential
   3. All students are active participants in achieving their goals
   4. All students learn best when they are meaningfully engaged in their learning
2. We believe the school counseling program:
   1. Is available to and empowers all students
   2. Is comprehensive, developmental, and central to the school and district mission
   3. Is proactive in supporting all students
   4. Is available to families, staff, and community in support of all students
3. And that all counselors:
   1. Help students develop their potential
   2. Do no harm
   3. Not forcing values onto students
   4. Listen
   5. Empowering, not enabling students
   6. All students can arrive at their goals in different directions (4 votes)
   7. Support in proactive manner rather than reactive (5)
   8. All students have a unique place in life
   9. Plant seeds into students
   10. Provide a safe place for students
   11. Empower lifelong learners (5)
   12. Follow ASCA philosophy school counselor ratio 1-250
   13. All students can and want to learn
   14. K-12 shall have access to a fulltime state certified master level degree professional school counselor to deliver the counseling program
   15. the curriculum content should be planned and developed by the psc with input from the psc advisory committee and implemented by psc in MCPS. (7)
   16. All students have the right to participate in the comprehensive school program
   17. Students have the right to confidentiality
   18. All parents should participate, regardless of differences, in the academic, social-emotional growth of the student.
   19. Professional school counselors will support and promote connections between school ,students, families, and communities. (5)
   20. All students have a right to safety at school, home & community
   21. Professional school counselors are valuable resources for all educational settings (5)
   22. Professional school counselors are able to see the global vision of students, school, home & community
   23. Professional school counselors when involved in a healthy system, improve both attendance and retention
   24. Professional school counselors work with colleagues to assure correct placement in school programs which increase academic success
4. Participated in philosophy writing activity using the Consensogram protocol. Two very similar philosophies were written. Aaron created the following philosophy incorporating the ideas of both groups:

The Missoula County Public Schools (MCPS) Pre-K—12 comprehensive counseling program is a dynamic model proactive in nature yet responsive to the needs of each school. All students shall have access to a full-time, state certified, masters degree level school counselor to deliver the school counseling curriculum. The counseling curriculum is developmental, sequential, data driven and is an integral component of MCPS’s 21st Century educational program(s). Furthermore, the counseling curriculum is comprehensive in scope, preventative by design, and developmental in nature. Through our practices, we deliver academic, career, and personal/social life skills that promote a foundation for a prosperous life and healthy well-being. We value the uniqueness of each student as we assist them to become lifelong learners. Professional school counselors will abide by rigorous ethical standards guided by the American School Counseling Association (ASCA) ethics model. MCPS professional school counselors will actively engage in professional development opportunities as they are essential in maintaining a high quality school counseling program.

1. Used data wall and prioritizing protocol to complete mission statement writing activity. The two following mission statements were produced:
   1. **Mission Statement 1**

The mission of the MCPS School Counseling Program is to provide a comprehensive, developmental counseling program addressing the academic, personal/social, and career development of all students to achieve their unique potential. School counselors are professional advocates who provide support to maximize student potential and academic achievement. In partnership with other educators, parents or guardians, and the community, school counselor facilitate the support system to ensure all students in this district have access to, and are prepared with knowledge and skills to be lifelong learners and global citizens.

* 1. **Mission Statement 2**

Missoula County Public Schools Professional School Counselors empower all students, regardless of difference or circumstance, to maximize their potential as lifelong learners and productive members of our community.

* 1. **Mission Statement 3 (uses “global citizen” language from #1 above)**

Missoula County Public Schools Professional School Counselors empower all students, regardless of difference or circumstance, to maximize their potential as lifelong learners, productive members of our community, and global citizens.

1. Participated in a standards introductory activity in preparation for work on aligning district goals to state standards. Using the Four As protocol, small groups each read the same brief reading from the introduction of the ASCA materials for background on the ASCA model. Each small group/pair read for one of the following and came up with the following ideas from the readings:
2. Reviewed accomplishments of the day, next steps, and volunteers.
3. Next steps (volunteers):
   1. Email notes from the day’s work, asking for input from others no later than Friday, 2/18. Comments will be shared with the rest of the leadership team prior to next meeting on 2/28 (Heather).
   2. February 28th meeting
      1. Planning (Katie/Erica)
      2. Quote (Angela)
      3. Beliefs recap/discussion (Christine)
      4. Philosophy recap/discussion (Aaron)
      5. Mission recap/discussion (Mike)
      6. Standards activity (Keep, Drop, Create protocol – unable to complete Feb. 9th, ran out of time)
   3. March 17th ALL Counselor Gathering
      1. Plan (Angela/Christine)
      2. Present all work
      3. Counselor Leaders will work with small groups of 5 (by region) to bring other counselors along in discussion, collect information, create buy-in
         1. Ice-breaker activity
         2. Two in-depth questions for discussion within small groups:
            1. What was the last place/space you felt really good working with a student?
            2. What passions do you bring to your environment?
         3. Small groups created by region:

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| **Region 1 – Group 1** | **Region 1 – Group 2** | **Region 2 – Group 1** | **Region 2 – Group 2** | **Region 3 – Group 1** | **Region 3- Group 2** |
| Aaron (facilitator) | Erica (facilitator) | Angela (facilitator | Christine (facilitator) | Bonnie (facilitator) | Michelle S. (facilitator) |
| Mary Y | Sheri | Katie (facilitator) | Linsey | Dale | Mike (facilitator) |
| Tri | Steve | Dana | Gene | Jim | Cyrstal |
| Lori B | Mary A | Toni | Monica | Lee | John |
| Aine | Beth | Dan | Josie | Doug | Marolane |
| Tiffany/Megan |  |  |  | Michelle |  |

1. Provided time and task analysis sheet to all members of the leadership team. Please choose one day during the week of 2/14-2/18 and complete form (including final calculations at the bottom; return to Heather Davis Schmidt by Wednesday, Feb. 23rd
2. Used Head, Heart, Hand protocol to complete exit ticket:
   1. Head: One this I will continue to think about as a result of today’s meeting…
      1. Is how powerful and how much fun we can have as a group – dialoguing, word-smithing, and sharing in a collegial way.
      2. The “details” of what we are putting together.
      3. “professional” school counselor, what does that mean?
      4. Being active and involved will impact the future of school counseling as a profession
      5. Time management studies
      6. Philosophy, mission – program implementation at building re: article – arguments, applications etc.; spending time right now: time and task analysis form
      7. Mission, mission, mission
      8. The competencies – remember to “lower the defense” in order to “hear” others
   2. Heart: one thing I am feeling right now…
      1. I feel very satisfied with our process – we are taking hard work and managing it effectively. Ownership is shared.
      2. Strong sense of teamwork and leadership (thank you for all your hard work).
      3. Is that I am valuable not only at my school (I’m missed by not being there) but also in the work we are doing in the counselor leadership team meetings.
      4. School counselors voices and opinions were heard for directing their own profession.
      5. Excited, pumped up
      6. Good about what was discussed and accomplished today.
      7. Relaxed, familiar, heard.
      8. A feeling of collegiality.
   3. Hand: One thing I will do as a result of our work and conversations today:
      1. My enthusiasm has been renewed – professional responsibility is ongoing and doesn’t have to get outdated no matter how long you’ve been at something.
      2. Have more focus on this project; also communicate our work with counselors I know who are not a part of our leadership team.
      3. Continue to advocate the role of school counselors and promote success in our students.
      4. Is to be more involved and active on a professional level.
      5. Challenge my colleagues to think…participate.
      6. Research: comprehensive school counseling; programs with strong missiong/competencies/structure; talk with other counselors in district; review K-5; thin of program (current) and ways to improve/evaluate.
      7. My homework and personal research.
      8. Be more vigilant about sharing the leadership team’s work with other counselors in the district.